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CHINESE LANGUAGE AND CULTURE NINE-YEAR PROGRAM GRADE 4

This program of studies is intended for students who are beginning their study of Chinese language and culture in Grade 4. It constitutes the first year of the Chinese Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12).

While this program of studies includes only the Grade 4 outcomes from the nine-year program, the outcomes from other grades will be added according to the provincial implementation schedule. As a result, the overview provided on pages 1 to 6 and the introductory text for each of the four main components—Applications, Language Competence, Global Citizenship and Strategies—describe the structure of the program as it will exist when all of the grades of the nine-year program are implemented.

PROGRAM RATIONALE

The value for Canadian society as a whole of learning the Chinese language[1] is significant and can be summarized as follows. Learning Chinese leads to:

- an increased awareness of, and sensitivity to, cultural and linguistic diversity
- an improved potential in the Canadian and global marketplace and workplace
- an enhanced role in the international community.

[redacted]om the common advantages related to the of any international language, the of Chinese permits an insight into the rich ied cultures developed in the Chinese- world and bestows more opportunity to communicate directly with Chinese-speaking people. The learning of Chinese, as any other language, develops in individuals an awareness of, and sensitivity to, cultural and linguistic diversity. In addition to preserving cultural identity, it is also a means of cultural enrichment and is the best means of fostering understanding and respect among peoples and countries. Furthermore, it gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and to contribute positively to society. These are benefits that can be gained by all students of Chinese, regardless of their background or heritage.

For those students who already have some knowledge of the Chinese language or a family connection to the culture, learning Chinese offers an opportunity to renew contact with their language and culture. For some, it may contribute to maintaining and developing literacy.

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[1] e is also commonly referred to as Guoyu, Hanyu, Huayu, Mandarin, Putonghua or Zhongwen.

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There is [illegible] learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

In today's world, the knowledge of a second language and culture in general, and Chinese in particular, is an economic advantage, providing language and cultural skills that enable individuals to communicate and interact effectively in the global society.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program of studies.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Chinese as a second language enhances the student's primary language as well as cognitive development and knowledge acquisition. This is true of children who come to the class with some knowledge of Chinese and develop literacy skills in the language. This is also true for students who have no knowledge of Chinese and are learning it as a second or additional language.

THE CONCEPTUAL MODEL

The aim of this program of studies is the development of communicative competence in Chinese.

Four Components

For the purposes of this program of studies, communicative competence is represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Global Citizenship aims to develop intercultural competence, with a particular focus on Chinese culture.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the nine-year program (i.e., in different grades/courses), but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass.

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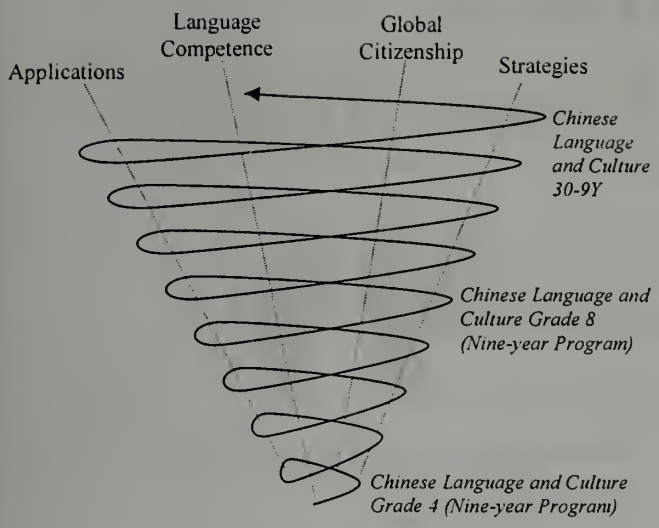

ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program of studies and are based on the conceptual model outlined above.

Applications [A]
- Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

Language Competence [LC]
- Students will use Chinese **effectively** and **competently**.

Global Citizenship [GC]
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

Strategies [S]
- Students will know and use strategies to maximize the **effectiveness** of learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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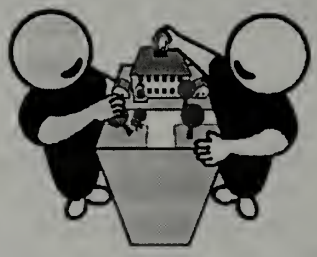
General Outcomes

Applications



Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

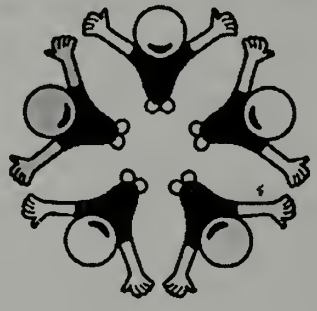
- A–1 to receive and impart information
- A–2 to express emotions and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence

Students will use Chinese **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret and produce oral texts
- LC–3 interpret and produce written and visual texts
- LC–4 apply knowledge of the sociocultural context
- LC–5 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Chinese culture
- GC–2 appreciating diversity
- GC–3 personal and career opportunities

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Guide to Reading the Nine-year Program of Studies

Note: As alluded to on page 1, this guide describes the structure of the program as it was designed and as it will exist when grades 5 and 6 of the nine-year program are implemented. The specific outcomes for grades 5 and 6 will not appear in this Grade 4 program of studies, but they are presented here to illustrate the intended developmental flow within the full nine-year program.

General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

cluster heading for specific outcomes

LC–2 interpret and produce oral texts

	Grade 4 (Nine-year Program)	Grade 5 (Nine-year Program)	Grade 6 (Nine-year Program)
	Students will be able to:		
LC–2.1 aural interpretation	a. understand simple spoken sentences in guided situations	a. understand short, simple texts in guided situations	a. understand short, simple texts in guided and unguided situations
LC–2.2 oral production	a. produce simple spoken words and phrases in guided situations	a. produce simple sentences in guided situations	a. produce short, simple texts in guided situations
LC–2.3 interactive fluency	a. engage in simple interactions, using short, simple phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions

read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade

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Applications

to express emotions
and personal perspectives

to receive and
impart information

to get things done

Students will use Chinese in a variety of situations and for a variety of purposes.

to form, maintain and change
interpersonal relationships

for imaginative purposes
and personal enjoyment

to extend their
knowledge of the world

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APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the Chinese language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of a row, deals with a specific language function; e.g., share factual information. Students at any level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the Chinese language knowledge and skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading "to extend their knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Chinese language.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–1 to receive and impart information

Students will be able to:

A–1.1 share factual information	a. share basic information b. identify concrete people, places and things

A–2 to express emotions and personal perspectives

Students will be able to:

A–2.1 share ideas, thoughts, opinions, preferences	a. express simple preferences b. express a personal response
A–2.2 share emotions, feelings	a. respond to and express basic emotions and feelings

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

Students will be able to:

A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions and commands
A–3.2 state personal actions	a. respond to basic offers, invitations and instructions
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately

A–4 to form, maintain and change interpersonal relationships

Students will be able to:

A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes.**

A–5 to extend their knowledge of the world

Students will be able to:

A–5.1 discover and explore	a. investigate the immediate environment
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways
A–5.3 solve problems	a. experience problem-solving situations in the classroom
A–5.4 explore opinions and values	a. listen attentively to expressed opinions b. respond sensitively to the ideas and products of others

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General Outcome for Applications
Students will use Chinese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

Students will be able to:

A–6.1 humour/fun	a. use the language for fun
A–6.2 creative/aesthetic purposes	a. use the language creatively
A–6.3 personal enjoyment	a. use the language for personal enjoyment

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Language Competence

interpret and
produce oral texts

attend to form

interpret and produce
written and visual texts

Students will use Chinese effectively and competently.

apply knowledge of the
sociocultural context

apply knowledge of how
discourse is organized,
structured and sequenced

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LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence, and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the Chinese language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to form," there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Chinese language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

Note: The outcomes in this program of studies require that the simplified version/form of Chinese characters be acquired by the students. However, given the reality of mixed usage, students will **not** be penalized for using traditional forms.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–1 attend to form

Students will be able to:

LC–1.1 phonology	a. pronounce some simple words and phrases comprehensibly b. use intonation to express meaning c. pronounce some commonly used initials and finals d. recognize the four tones
LC–1.2 orthography	a. be aware of some elements of the writing system b. be aware of simplified and traditional characters
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • self • school • family • food • clothing • any other lexical fields that meet their needs and interests

(continued)

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

(continued)

LC–1 attend to form

Students will be able to:

LC–1.4 grammatical elements

a. use, in modelled situations,[2] the following grammatical elements:

Basic Adjectives
形容词
Conjunction
连词
– 和
Interrogative words/phrases
提问代词
– 谁?
Imperatives
祈使短语
Measure Words
量词
– 个、本
Negation
否定
– 不 + adjective
– 不 + verb
– 没有 + noun
Nouns
名词
Modal Particles
语气词
– 吗、呢
Auxiliary Possessive Indicator
助词
– 的
Pronouns
代词
Sentence Pattern
句型
– subject + verb + object
– subject + verb
Verbs
动词

2. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–2 interpret and produce oral texts

Students will be able to:

LC–2.1 aural interpretation	a. understand simple spoken sentences in guided situations
LC–2.2 oral production	a. produce simple spoken words and phrases in guided situations
LC–2.3 interactive fluency	a. engage in simple interactions, using short, simple phrases

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently**.

LC–3 interpret and produce written and visual texts

Students will be able to:

LC–3.1 written interpretation	a. recognize and understand simple written sentences in guided situations
LC–3.2 written production	a. produce simple written words and phrases in guided situations
LC–3.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations
LC–3.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

LC–4 apply knowledge of the sociocultural context

Students will be able to:

LC–4.1 register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice
LC–4.2 idiomatic expressions	a. imitate age-appropriate idiomatic expressions
LC–4.3 variations in language	a. experience a variety of voices
LC–4.4 social conventions	a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom
LC–4.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Chinese culture

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General Outcome for Language Competence
Students will use Chinese **effectively** and **competently.**

LC–5 apply knowledge of how discourse is organized, structured and sequenced

Students will be able to:

LC–5.1 cohesion/ coherence	a. use simple link words
LC–5.2 text forms	a. experience a variety of oral and written text forms
LC–5.3 patterns of social interaction	a. respond using very simple social interaction patterns

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Global Citizenship

historical and contemporary elements of Chinese culture

appreciating diversity

Students will acquire the knowledge, skills and attitudes to be effective global citizens.

personal and career opportunities

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GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need in order to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the cluster heading "historical and contemporary elements of Chinese culture," there are strands for accessing/analyzing cultural knowledge, knowledge of Chinese culture, applying cultural knowledge, diversity within Chinese culture and valuing Chinese culture.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of additional cultures. Rather than simply developing a bank of knowledge about Chinese culture, it is more important for students to develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "appreciating diversity" heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one's own. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Chinese culture

Students will be able to:

GC–1.1 accessing/analyzing cultural knowledge	a. participate in activities and experiences that reflect elements of Chinese culture b. ask questions, using English, about elements of Chinese culture experienced in class
GC–1.2 knowledge of Chinese culture	a. participate in activities and experiences that reflect elements of Chinese culture
GC–1.3 applying cultural knowledge	a. recognize elements of Chinese culture in the classroom
GC–1.4 diversity within Chinese culture	a. experience diverse elements of Chinese culture
GC–1.5 valuing Chinese culture	a. participate in cultural activities and experiences

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 appreciating diversity

Students will be able to:

GC–2.1 awareness of first language	a. distinguish between their first language and Chinese
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience
GC–2.3 awareness of own culture	a. explore similarities between their own culture and other cultures
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures
GC–2.5 valuing diversity	a. work and play with others who are different
GC–2.6 intercultural skills	a. adapt to new situations

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens.**

GC–3 personal and career opportunities

Students will be able to:

GC–3.1 Chinese language and culture	a. identify reasons for learning Chinese
GC–3.2 cultural and linguistic diversity	a. suggest some reasons for participating in activities and experiences that reflect elements of different cultures

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Strategies

language learning

language use

Students will know and use strategies to maximize the effectiveness of learning and communication.

general learning

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STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the sample list of strategies below. The specific strategies provided in the sample list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs to practise new vocabulary or sentence patterns, or to learn Pinyin
- imitate sounds, tones and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- write out or say words or phrases repeatedly in a variety of contexts
- make personal dictionaries
- experiment with various elements of Chinese
- use mental images to remember new information
- group together sets of things—word formations, sentence structures, vocabulary words and phrases—with similar characteristics
- identify similarities and differences between aspects of Chinese and own language
- look for patterns and relationships, such as grouping radicals
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Chinese or in own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids or other learning aids to support language learning; e.g., cassette recorders, computers

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- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- take lesson notes and review them
- memorize stroke order and direction of strokes through repetition
- make and use personal flash cards
- use cues given by the teacher to determine the appropriate tone for a specific word

Metacognitive
- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the Chinese language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective
- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive
- use words from the first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Chinese
- acknowledge being spoken to
- interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when you do not understand

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- use other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down
- use a simple word similar to the concept to convey, and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation and slowing devices, and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- self-correct if errors lead to misunderstanding

Interpretive

- attend to gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts
- focus on parts of a character, such as the radical or sound element, to guess the meaning and/or pronunciation of a word

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words that are visible in the immediate environment
- use resources to increase vocabulary or other language structures
- use familiar repetitive patterns to compose oral or written texts (stories, songs, rhymes, familiar classroom routines/phrases/patterns)
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, such as personal and commercial dictionaries, checklists, grammars, teachers
- take notes when reading or listening to assist in producing own text
- proofread and edit the final version of a text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing
- combine previously learned language elements with new language elements to produce new oral and written texts

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General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with, and concentrate on, one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

Students will be able to:

S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning

See pages 28 and 29 for a sample list of language learning strategies.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

Students will be able to:

S–2.1 interactive

a. use simple interactive strategies, with guidance, to enhance language use

S–2.2 interpretive

a. use simple interpretive strategies, with guidance, to enhance language use

S–2.3 productive

a. use simple productive strategies, with guidance, to enhance language use

See pages 29 and 30 for a sample list of language use strategies.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

Students will be able to:

S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning

See page 31 for a sample list of general learning strategies.

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